

Index

Number 1, 1-124

Number 2, 125-257

Number 3, 259-388

Number 4, 389-515

Aitken, Johan Lyall. Atom and Dream, 259-269.

Barlosky, Martin. Reclaiming the Progressivist Agenda: Prescriptions for Knowing and Doing the Good. An Essay Review of *Achieving Our Country* (Richard Rorty, 1998), *Power, Meaning, and Identity* (Michael W. Apple, 1999), and *Moral Outrage in Education* (David E. Purpel, 1999), 485-497.

Barone, Tom. The End of Terror: On Disclosing the Complexities of Teaching. An Essay Review of Four Books, 89-102.

Bascia, Nina. Women's Careers Beyond the Classroom: Changing Roles in a Changing World, 271-302.

Beck, Clive. Reflection-in Action: In Defence of Thoughtful Teaching, 217-227.

Bickmore, Kathy. Student Conflict Resolution, Power "Sharing" in Schools, and Citizenship Education, 137-162.

Boostrom, Robert. Common Ground: A Response to "Learning from Difference" by Carolyn Shields, 65-69.

Craig, Cheryl J. No Satisfaction: A Case of "The Monkey's Paw," Top-Down School Reform and the Conduit, 341-350.

Craig, Cheryl J. The Relationships Between and Among Teachers' Narrative Knowledge, Communities of Knowing, and School Reform: A Case of "The Monkey's Paw", 303-331.

Cuban, Larry. Can Historians Help School Reformers? An Essay Review of *The Failed Promise of the American High School 1890-1995* (David L. Angus & Jeffrey E. Mirel, 1999), *Moral Education in America: Schools and the Shaping of Character from Colonial Times to the Present* (B. Edward McClellan, 1999), and *Schooled to Work: Vocationalism and the American Curriculum, 1876-1946* (Herbert M. Kliebard, 1999), 453-467.

Diamond, Patrick C. T. Carnavalesque Inquiry: Attractions on the Midway, 1-9.

Farquhar, Robin H. Transforming Universities: Approaches to Reconciling Cultural Differences. An Essay Review of *Organising Innovative Research* (Li Bennich-Björkman, 1997), *Creating Entrepreneurial Universities* (Burton R. Clark, 1998), and *Distance and Campus Universities* (Sarah Guri-Rosenblit, 1999), 469-484.

Farrell, Joseph P. Can We Really Change the Forms of Formal Schooling? And Would it Make a Difference if We Could? 389-398.

Farrell, Joseph P. On Learning Civic Virtue: Can Schooling Really Play a Role? 125-135.

Fox, G. Thomas. Creating Research Questions from Strategies and Perspectives of Contemporary Art, 33-49.

Geichman, Judith. Creating Research Questions from Strategies and Perspectives of Contemporary Art, 33-49.

Grace, Donna J. "We Don't Want No Haoles Buttholes in Our Stories": Local Girls Reading the Baby-Sitters Club Books in Hawai'i, 421-452.

Hatch, Thomas. The Usual Monkey Business: A Case of Repetition and Reform: A Response to Cheryl Craig's "The Relationships Between and Among Teachers' Narrative Knowledge, Communities of Knowing, and School Reform: A Case of 'The Monkey's Paw'", 333-340.

He, Ming Fang. Why Do Educational Research? Creating Dreamspaces for Social Justice: A Rejoinder to "A Light Shines in Steel Town: Response to He, Phillion, & Roberge's Review of *Language, Culture, and Power: Bilingual Families and the Struggle for Quality Education*" (Lourdes Diaz Soto & Erik Malewski), 59-63.

Heller, Monica. Language and Power: Reflections on *Eloquent Dissent: The Writings of James Sledd* (Richard D. Freed (ed.), London: Paul Chapman Publishing, 1996), 237-244.

Henderson, James D. Celebration and Critical Assessment: A Review of *The Lure of the Transcendent: Collected Essays by Duane E. Huebner* (Vikki Hillis, Ed., Mahway, NJ: Lawrence Erlbaum, 1999), 367-377.

- Ilieva, Roumiana. A Secondary School Career Education Program for ESL Students, 399-420.
- Kahne, Joseph. Wide Awake to the World: The Arts and Urban Schools—Conflicts and Contributions of an After-School Program, 11-32.
- Kesson, Kathleen R. Celebration and Critical Assessment: A Review of *The Lure of the Transcendent: Collected Essays by Dwane E. Huebner* (Vikki Hillis, Ed., Mahway, NJ: Lawrence Erlbaum, 1999), 367-377.
- Kosnik, Clare. Refection-in Action: In Defence of Thoughtful Teaching, 217-227.
- LaRocque, Linda. A Secondary School Career Education Program for ESL Students, 399-420.
- Lawless, Daniel V. The Spiel of "Spielraum and Teaching", 229-235.
- Lawless, Daniel V. *Spielraum and Teaching*, 183-207.
- Liston, Delores D. Thinking Through Our Mothers: An Exploration of the Positions of Women in Educational Philosophy. A Review of *Women's Philosophies of Education: Thinking Through Our Mothers* (Connie Titone & Karen E. Maloney, Upper Saddle River, NJ: Merrill, Prentice Hall, 1999), 351-366.
- Livingstone, David W. On Radical Approaches to Educational Studies: Problems and Prospects. A Review of *Academic Distinctions: Theory and Methodology in the Sociology of School Knowledge* (James G. Ladwig, 1996), 103-119.
- Lum, Anna Lee Puanani. "We Don't Want No Haole Buttholes in Our Stories": Local Girls Reading the Baby-Sitters Club Books in Hawai'i, 421-452.
- Malewski, Erik. A Light Shines in Steel Town: Response to He, Phillion, & Roberge's Review of *Language Culture, and Power: Bilingual Families and the Struggle for Quality Education*, 51-57.
- Masciotra, Domenico. *Spielraum and Teaching*, 183-207.
- Oyler, Celia. Extending Narrative Inquiry. A Review of *A Visual Narrative Concerning Curriculum, Girls, Photography, etc.* (Hedy Bach, 1998) and *The Folkloral Voice* (Ian W. Sewall, 1998), 77-88.
- Phillion, JoAnn. Why Do Educational Research? Creating Dreamspaces for Social Justice: A Rejoinder to "A Light Shines in Steel Town: Response to He, Phillion, & Roberge's Review of *Language Culture, and Power: Bilingual Families and the Struggle for Quality Education*" (Lourdes Diaz Soto & Erik Malewski), 59-63.
- Purpel, David E. Response to "Reclaiming the Progressivist Agenda" by Martin Barlosky, 499-505.
- Quinn, Therese. Wide Awake to the World: The Arts and Urban Schools—Conflicts and Contributions of an After-School Program, 11-32.
- Renne, Christine G. A Perspective on Achieving Equality in Mathematics for Fourth Grade Girls: A Special Case, 163-182.
- Roth, Wolff-Michael. The Spiel of "Spielraum and Teaching", 229-235.
- Roth, Wolff-Michael. *Spielraum and Teaching*, 183-207.
- Shields, Carmen. Writing Research that Expands Our Perspectives on Schooling Students with Down Syndrome and Other Disabilities: Pushing Present Boundaries. A Review of *Schooling Children with Down Syndrome: Toward an Understanding of Possibility* (Christopher Kliever, New York: Teachers College Press, 1998), 245-253.
- Shields, Carolyn M. A Dialogue about Communities of Difference: A Rejoinder to Robert Boostrom, 71-76.
- Solway, David. Commentary on "Spielraum and Teaching," or Driving in Mexico, 209-216.
- Soto, Lourdes Diaz. A Light Shines in Steel Town: Response to He, Phillion, & Roberge's Review of *Language Culture, and Power: Bilingual Families and the Struggle for Quality Education*, 51-57.
- Terpstra, Angela. Thinking, Talking, and Quilting: Paradox of Transformation? A Review of *Teaching Positions: Difference, Pedagogy, and the Power of Address* (Elizabeth Ellsworth, 1997) and *Transforming Critical Thinking: Thinking Constructively* (Barbara Thayer-Bacon, 2000), 379-386.
- Toohy, Kelleen. A Secondary School Career Education Program for ESL Students, 399-420.

Wyatt-Beynon, June. A Secondary School Career Education Program for ESL Students, 399-420.

Young, Beth. Women's Careers Beyond the Classroom: Changing Roles in a Changing 271-302.

United States Postal Service Statement of Ownership, Management, and Circulation (required by 39 U.S.C. 3685). (1) Publication Title: *Curriculum Inquiry* (2) Publication No.: 089-190 (3) Filing Date: 8-27-98 (4) Issue Frequency: Quarterly (Spring, Summer, Fall, and Winter) (5) No. of Issues Published Annually: 4 (6) Annual Subscription Price: \$41.00 individual; \$100.00 institutional (7) Complete mailing address of known office of publication: Blackwell Publishers, 350 Main Street, Malden, MA 02148 (8) Complete mailing address of headquarters or general business office: Blackwell Publishers, 350 Main Street, Malden, MA 02148 (9) Full names and complete mailing addresses of publisher, editor, and managing editor: Blackwell Publishers, 350 Main Street, Malden, MA 02148; Editor: Professor Michael Grenville, Ontario Institute for Studies in Education, 252 Bloor Street West, Suite 10-145, Toronto, Ontario M5S 1A5; Managing Editor: Professor Michael Grenville, Ontario Institute for Studies in Education, 252 Bloor Street West, Suite 10-145, Toronto, Ontario M5S 1A5 (10) Owner: Ontario Institute for Studies in Education, 252 Bloor Street West, Suite 10-145, Toronto, Ontario M5S 1A5 (11) Known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of the total amount of bonds, mortgages, or other securities: None (12) The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes: N/A (13) Publication name: *Curriculum Inquiry* (14) Issue that for circulation data below: 8-27-98 (15) Extent and nature of circulation: (a) Total no. copies (net press run): Average no. copies each issue during preceding 12 months: 1225; Actual no. copies of single issue published nearest to filing date: 1225; (b) paid and/or requested circulation: (1) Sales through dealers and carriers, street vendors, and counter sales (not mailed): Average no. copies each issue during preceding 12 months: 0; Actual no. copies of single issue published nearest to filing date: 0; (2) Paid or requested mail subscriptions (include advance proof copies/charge orders): Average no. copies each issue during preceding 12 months: 1028; Actual no. copies of single issue published nearest to filing date: 986; (c) Total paid and/or requested circulation (sum of 15b(1) and 15b(2)): Average no. copies each issue during preceding 12 months: 1028; Actual no. copies of single issue published nearest to filing date: 986; (d) Free distribution by mail (samples, complimentary, and other free): Average no. copies each issue during preceding 12 months: 105; Actual no. copies of single issue published nearest to filing date: 90; (e) Free distribution outside the mail (carriers or other means): Average no. copies each issue during preceding 12 months: 0; Actual no. copies of single issue published nearest to filing date: 0; (f) Total free distribution (sum of 15d(1) and 15d(2)): Average no. copies each issue during preceding 12 months: 105; Actual no. copies of single issue published nearest to filing date: 90; (g) Total distribution (sum of 15c and 15f): Average no. copies each issue during preceding 12 months: 1128; Actual no. copies of single issue published nearest to filing date: 1076; (h) Copies not distributed: (1) Office use, left-overs, spoiled: Average no. copies each issue during preceding 12 months: 396; Actual no. copies of single issue published nearest to filing date: 296; (2) Return from circulation: Average no. copies each issue during preceding 12 months: 0; Actual no. copies of single issue published nearest to filing date: 0; (3) Total (sum of 15g, 15h(1) and 15h(2)): Average no. copies each issue during preceding 12 months: 1225; Actual no. copies of single issue published nearest to filing date: 1076; (4) Proven paid and/or requested circulation (15c plus 15h(3)): Average no. copies each issue during preceding 12 months: 913; Actual no. copies of single issue published nearest to filing date: 913; (16) This statement of Ownership will be printed in the December 2000 issue of this publication; (17) Signature and Title of Editor, Publisher, Business Manager or Owner: Barbara Noss, Executive Services Manager, 8-27-98. I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines or imprisonment) and/or civil sanctions (including multiple damages and civil penalties). Failure to file or publish a statement of ownership may result in suspension of second-class authorization. PS Form 3526 October 1998.